Housing and Community Development
UPA 648, PLAN 680-88, PADM 626-88, Social Work 697-76
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This course outline will be posted and updated on my website:
http://sun.louisville.edu

Class Meeting:
We will meet every Saturday from 9:00am to 11:45am. We will meet at the School of Urban and Public Affairs (Standard Oil Building), Room 117 at 426 W. Bloom Street.

Office Hours:
Friday 5:00pm – 6:00pm.or Saturdays from noon to 2:00 p.m. or by appointment

The Course

Course Description:
Community Housing Policy examines housing from a variety of viewpoints: sociological, psychological, economical, political, historical, design and planning perspectives. You can’t “do housing” from one kind of academic perspective it must be a multiple-perspective.

Topics to be covered are as follows:
• Housing as a symbol of self.
• The impact of housing on individuals and groups.
• How social and political factors structure housing markets inter-city differentials.
- Sociological evaluation of housing policy on the federal, state, and local level.
- Housing Design that is affordable and creates community.
- Housing as an economic engine driving the local and national economies
- How Mayors can impact housing—good and bad
- Housing as a catalyst for growth and revitalization—live, work and play
- How to conduct qualitative and quantitative research

**Goals and Objectives:**
This class is unique and different from what many of the classes you have taken here. This is a graduate seminar with lots of reading, discussion, debate and experiential learning. The class will have a number of guest lectures, walking tours, and slide presentations; learning is also designed to be "experiential" which means seeing, smelling, feeling and interacting with residents, developers and designers. The class will attempt to understand the dynamics of slums and mansions, sprawl and new urbanism, historic preservation and modernism. We will meet with the key players in the cities development who are also national figures. Housing cannot be understood by just sitting in the classroom. Past student evaluations have given high marks for these out of classroom pedagogical experience. Across the country, most graduate classes on housing have this component. The course will be run as a seminar, so class discussion will be encouraged. We will also draw on my experience with developers, city councils, legislatures, and community organizations. As instructors, we reserve the right to make changes in the organization of the course; this allows the class to be flexible and responsive to the needs of the students and the professors.

The course strives to give a good working overview of housing from political, economic, sociological and planning perspectives. This course should apply to anyone who is interested in the areas of urban design, planning, real estate, banking, public administration and social services. In the past, advisors have been willing to designate this as an elective for a variety of majors including business, architecture, political science, social work, and economics. A number of former students have taken a variety of jobs including with architecture firms, city planning departments, real estate firms, and social service programs for the elderly and disabled community action organizations.

**Grading**
The five areas below are of equal weight and will be averaged out with a letter grade assigned to each area. The assignments will each be assigned a letter grade and a weighted average (using the weights listed above) will be used to calculate a final grade. The letter grades will be translated into numerical equivalents for the purposes of calculating the final grade: A+ = 4.3, A = 4.0, A– = 3.7, B+ = 3.3, B = 3.0, B– = 2.7, etc. These grades will be consolidated and averaged for a final letter grade:
The five areas below are of equal weight and will be averaged out for a final grade:

**Class Participation: (20%)**
Since the course is designed as a seminar, it is expected that students come prepared to discuss the assigned readings of the week and if possible introduce relevant current events into class discussion. The first part of class will generally be in a lecture format, followed by a class discussion during the second half of class. We want you to come to all classes. All classes are interesting, important and thought provoking. If you are sick, have a family emergency, a boss that is making you work on a Saturday, it’s OK to miss one session. **This grade will be based on your (1) Attendance and ACTIVE PARTICIPATION (questions, comments, etc…) (2) Assigned Readings Presentation (a letter grade will be issued based on the quality of your presentation) (3) Bonus points will be given out for extra efforts on presentations.**

**Class Project—Homelessness in America and Louisville: (20%)**
Arrange a visit to a visit with one or two of Louisville’s 29 homeless shelters. Give a brief overview of the goals, rules, size, design and impact on the neighborhood. If you visit two homeless shelters in Louisville you earn an A and one shelter only a B for this assignment due on September 12. This grade is averaged out. The results of this research “may” be part of a research paper on homeless shelters that will be presented at a national planning conference on October 2009. This paper will also be submitted to a top planning journal. Every class member will be noted and thanked for helping to contribute to this article. We hope you learn how to do original research in housing by collecting public data. We will decide on Saturday what Shelters each of you will visit. Zach will send out a list of Shelters, you should in turn rank from 1 to 5 which ones you would like to visit and hopefully he will get you at least your number one or two choice.

**Midterm: (20%)**
Turn in first half of experiential learning journal This journal should contain reflections on what you saw, reactions, reflections, analysis and feelings to field trips, class presentations and assigned readings. Throughout the class I will pose questions for you to answer in your journals. Students have found these journals to be very exciting, creative, fun and challenging. It must be typed. It also improves the quality of your writing. We encourage students to use their cameras as part of this journal. One week before this is due you will be given a conventional public policy question to answer as part of your journal. You will present the experimental journal to the class on October 24. Here is an example of a question I want to pose: **Arrange a visit at one of Louisville’s 29 homeless shelters. Give a brief overview of the goals, rules, size, design and impact on the neighborhood.**
One or Two Person Project: (20%)  
This requirement must relate to the issues discussed in this class. The project can be a paper, a slide show, an architectural tour of housing or any creative endeavor one could think of utilizing. The project may either be an individual or two-student effort. Students must turn in a one-page proposal to the instructors by and have my approval in writing by February 16. Since you worked so hard on this project, a class presentation will also be expected on either Saturday, November 22 or Saturday, December 5.

Final: (20%) Experiential Learning Journal (Second half). Reflections on what you saw, reactions, reflections, analysis and feelings to field trips, class presentations and assigned readings. Throughout the class I will pose questions for you to answer in your journals. One week before the final is due you will be given a conventional policy/planning question that you must address and insert in your journal. Students have found these journals to be very exciting, creative, fun and challenging. It must be typed. We encourage students to use their cameras as part of this journal. This will be due December 12.

Books and Related Materials

The following books and reports are required reading:

7. CD of articles by John Gilderbloom, Joshua Ambrosius, and Matt Hanka on recent articles.

I love these books and I think you will find them of great interest—you can sell them back next year when I teach this course again.

Recommended Texts: (Thanks to Robert Selby who provided many of these books!)


**Course Outline**

*Note: This is a preliminary draft of the syllabus. Dates may change due to events that we cannot confirm at this time.*

**Session One - August 29**

Syllabus Hand Out, Class Guidelines, Video Lesson
Mr. Andres Duany Video
Readings: Invisible City pp. 1-48

How to conduct survey of homeless shelters in cities. The survey is due on September 5.
Session Two - September 5

Meaning and Importance of Housing—what happens when you lose your home

House As a Mirror of Self: Exploring the Deeper Meaning of Home by Clare Cooper Marcus. 1-106.
Please bring in your drawing of your childhood home so we can talk about its meaning and the impact of the exercise on your head.

Gilderbloom Invisible City—Chapters 1 and 2; Additional reading—Back to Black and Green....

Session Two - September 12

House As a Mirror of Self: Exploring the Deeper Meaning of Home by Clare Cooper Marcus. 1-106
Symposium of AIA House Tour 9:00 a.m. to 12:00 p.m., with presentation of speakers starting at 10:00 a.m. UofL/UK Urban Design Studio, 507 South Third Street Research Tools: Please bring in your drawing of your childhood home so we can talk about its meaning and the impact of the exercise on your mental state.

Session Three - September 13

AIA House Tour – the best renovated and new homes.

Contact Info:
Jason A. Brown, Associate AIA LEED AP
Email: jbrown@knbarch.com
Phone: 502-582-2500

Bonus Session - September 17

Original Highlands Tour - You are welcome to join the University of Michigan Planning Students for a walk in the Original Highlands starting at my house 1405 Morton Ave and ending at O'Shea’s.

Bonus Session - September 18

West Louisville Tour – Again you are welcome to join the University of Michigan Planning Students for a walk in West Louisville. Meet at “Expressions Of You” Coffee Shop @ 1800 W Muhammad Ali Boulevard. At 2:00 p.m.

Session Four - September 19

(Student Presentation)
Homelessness—Gilderbloom’s Invisible City chapter 2 and handouts. We will try to tour the Scholar House and Wayside Mission. The second part of the class project is due which is a visit to a homeless shelter to see how they are run concerning size, quality of services, number of social workers, success rate etc.
Session Five - September 26
Non-profit Housing Developers, University /Community Partnerships
We will visit to Russell revitalization area, where students and faculty worked to rebuild a neighborhood.
Meet at 9:00 a.m. at Expression of You Coffee House, 18th and Muhammad Ali in Russell neighborhood
Readings: Gilderbloom and Mullins Promise and Betrayal: University and the Battle for Sustainable Urban Neighborhoods; read the whole book

Session Six and Seven - October 4
Solar tour at Glassworks at 10:00 a.m. to 4:30 p.m.
Readings: Chiras, New Ecological Home: pp. 11-30; 54-134; 191-218
TBA

No Class - October 10 for Mid-Term Break
Since you attended the AIA house tour and Solar Tour you get October 10 off in honor of students request for "midterm break"

Session Eight - October 17
(Student Presentation)
Invisible City
Readings: Gilderbloom, Invisible City, Poverty, Housing, and New Urbanism, Chapters 3, 4, 9
Present Proposed Final Projects—one to 2 page write up

Session Nine - October 24
(Student Presentation)
We will spend the morning looking at the HOPE VI development in Louisville. We will look at two developments which are impressive. We will meet with elected leaders, architects and developers involved in the HOPE VI development. It is now winter, so dress warm, so wear hat, gloves, sweater, and jacket. Bring your spouse or significant other to this one! This will be our longest class session but a whole lot of fun!
Readings: Gilderbloom, Invisible City, Chapter 6; Gilderbloom, Hanka, and Lasley: Newport Hope VI Evaluation

Session Ten - October 31
(Student Presentation)
Elderly and Disabled Housing Needs: A Case Study of Neighborhood Development Corporation’s Conversion of Old School into Assisted Living Center
Speaker: Dr. Bill Friedlander, President of Neighborhood Development Corporation
Session Eleven - November 7
Community Development—the creative class
(Student Presentation)
Florida, Richard. The Rise of the Creative Class. And How It's Transforming Work, Leisure and Everyday Life selections
Sides of Amsterdam
Video: Oscar Newman: “Defensible Space”

Session Twelve - November 14
New Urbanism as Housing Policy—David Tomes—developer and visionary
Tour Norton Commons- 9420 Norton Commons Avenue.
See directions below. Please allow yourself 30-40 minutes travel time on Saturday morning.
Readings: Suburban Nation by Andres Duany, Elizabeth Plater-Zyberk and Jeff Speck

Directions to Norton Commons: www.nortoncommons.com
Main Show Office/Contact Info: 10900 Brownsboro Rd, Louisville - (502) 412-5085

From Downtown Louisville - Take I-71 North to the Gene Snyder Freeway go North, Exit 9A. Follow the Gene Snyder Freeway south to Brownsboro Road, Exit 34. Follow exit ramp and turn left onto Brownsboro Road going east. Turn Left onto Chamberlain Lane. Turn right at Norton Commons Boulevard. Follow Norton Commons Boulevard to Preview Center.

From UofL/Old Louisville - From Eastern Parkway, go I-65 North to I-71 North to the Gene Snyder Freeway. Same directions as above.

From the East End - Take I-64 East to the Gene Snyder Freeway North, Exit 19a (if you are headed for Taylorsville Lake you are going the wrong way). Follow the Gene Snyder Freeway North to Brownsboro Road, Exit 34. Follow exit ramp and turn right onto Brownsboro Road going east. Turn left onto Chamberlain Lane. Turn right at Norton Commons Boulevard. Follow Norton Commons Boulevard to Preview Center.

From the South End - Take I-65 South to the Gene Snyder Freeway North Exit 125A. Follow the Gene Snyder Freeway North to Brownsboro Road for approximately 20 miles around the loop to Exit 34. Follow
exit ramp and turn right onto Brownsboro Road going east. Turn left onto Chamberlain Lane. Turn right at Norton Commons Boulevard. Follow Norton Commons Boulevard to Preview Center.

Session Thirteen - November 21
Housing Theory and Practice
HOPE VI and Neighborhood Housing Dynamics
Readings: Gilderbloom, Invisible City, Chapter 6; Gilderbloom, Hanka, and Lasley: Newport HOPE VI Evaluation; Ambrosius, Gilderbloom, and Hanka: “Back to Black and Green”

No Class - November 28 for Thanksgiving Break

Session Fourteen - December 5
Course Evaluations
Finish Class Presentations

TAKE HOME EXAM AND SECOND HALF OF EXPERIENTIAL JOURNAL DUE IN DR. GILDERBLOOM’S MAILBOX BY 5 P.M. ON FRIDAY, DECEMBER 11

Additional Information

Disabilities:
Whether mental or physical, please notify the professor by email of needed accommodations and also contact the Disabilities Resource Center at (502) 852-6938.

Etiquette:
As a courtesy to the instructors and other members of the class, please no smoking. Spouses and significant others are invited to go on walking tours as long as they “go along with the program” no yawning while the Professor is talking! As instructor, we reserve the right to make changes in the organization of the course in consultation with class members; this allows the class to be flexible and responsive to the needs of the students. Often speakers, events and conferences suddenly appear and we want to have the flexibility to seize these opportunities. Please turnoff beepers and cell phones during class sessions.

Academic Honesty:
Please note that I will be enforcing the University of Louisville’s code of student rights and responsibilities. It can be found at http://www.louisville.edu/student/services/registrar/GI-5-30%20.pdf beginning on page
26. There is also a student code listed at the following address, but it omits the information on academic dishonesty: http://campuslife.louisville.edu/cloffice/conduct/index.html

Graduate Level Seminar: What is it?

I DO NOT DUMB DOWN MY SEMINARS: Students are expected to make at least two short presentations to the class and to participate in the class discussions. I teach this as if I was at the best University in the country. I do not simply lecture and expect students to be passive. I believe in free speech in the classroom. To back me up are a few cases on the subject including the Supreme Court:
To see a decision on free speech in the classroom check out this case involving Jefferson Community College. Its in Westlaw 260 F3d 671, 144 Lab. CAs. P 59,418, 156 ED. Law Rep. 415, 17 IER Cases 1523, 2001 Fed. App. 0267P

Here are some excerpts:

As the Supreme Court proclaimed more than thirty years ago: sOur Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers, concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom. The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools. (cited in Keyshian v. Board of Regents, 385 U.S. 589, 603, 87 Supreme Court 675, 17 L. ED.2d 629 (1967)
In other rulings: “the linchpin of the inquiry…for both public a concern and academic freedom is the extent to which the speech advances an idea transcending personal interest or opinion which impacts our social and/or political lives (Dambrot v. Cent Michigan University 55 F.3d 1177, 1189 (6th Cir. 1995) The court then cited with approval the Seventh Circuit’s determination in Swank versus Smart, 898 F2d 1247 (7th Cir.1990) that “the purpose of the free speech clause…is to protect the market of ideas, broadly understood as the public expression of the ideas, narratives, concepts, imagery, opinions-scientific, political, or aesthetic to an audience whom the speaker seeks to inform, edify, or entertain…Moreover, it is the advancement of knowledge, the transformation of taste, political change, cultural expression, and the other objectives, values, and consequences of the speech is protected by the First Amendment.”

U of L Sexual Harassment Policy:

All professors at U of L are required to take sexual harassment seminars and workshops. I follow these guidelines because I love my job and won’t do anything to compromise it. Sexual harassment is defined as unwanted sexual advances by another person. It is wrong. If a student is doing it to another student or Professor to student it hurts the class. If you feel a fellow student, staff person or Professor is acting contrary to U of L’s sexual harassment policy you should advise that person they are acting in a way that
is contrary to the policy of U of L. And try to work it out informally with a warning. If it doesn’t stop after a
verbal or written request, you can go to the department Chair to work something out or campus grievance
officer. With that said, Professor prefers to meet students in the classroom after class instead of going
upstairs to his office on a Friday night or Saturday afternoon—I want to be in public places when meeting
with students. It is uncomfortable for the Professor. Professor will meet with two or more students at local
coffee houses after class. With that said my classes do examine issues of race, gender, and class that
challenges conventional wisdom. Classrooms are given the space to be provocative and raise
uncomfortable questions. We are guaranteed that freedom by several Supreme Court decisions.
Sometimes the issues at hand of how one becomes poor or violent can make some students
uncomfortable. If you have any issues or concerns on how the course is being taught, please advise the
Professor immediately so they can be addressed. With that said, the seminar is run as a traditional
seminar where students are expected to do the readings and participate. All students are expected to
participate and will be called upon.